# **Individual & Group Assessment Structure for “Problem Story” Work (2017)**

From: CIEL session “Spanning the Space Between Your Class & the Real World: Crafting Informal Problem Stories for Student Groups” with Julia Hengstler, Faculty of Education, Vancouver Island University.

Developed in consultation with Bill Roberson of CIEL, this overall group assessment framework reflects a combination of individual and group marks. The mark for overall group work is composed of:

* **Individual Evidence of Readiness** (10 %; based on 10 pts.);
* **Group Work** (70%; based on 10 pt. scale);
* **Team Member Assessment** (20%; based on 20 pts.)

**Individual Evidence of Readiness for Group Meeting (10%; using 10 point scale)**

Considered to be a “ticket in the door” to group work. This material is posted by the individual student in a designated D2L submission folder before meeting with their group. Submission triggers a “conditional release” of the group assignment. Student’s “Evidence” could be an outline, an image of a hand written mind map, an image of an online mind map, etc. that documents:

* 3 of the student’s major take-aways from the readings (can be new, reinforcing, or challenging existing knowledge or understandings)(1 pt. per take-away= 3 pts.)
* 3 questions/items the readings raised for the student—could be concerns, challenges to content, confusions, or extension information you’re looking for, etc. (1 pt. per question= 3 pts.)
* 3 implications of the readings for the student—the “so what?” projection of how/when you might use this knowledge, and/or problems in applying it (1 pt. per implication= 3 pts.)
* Use of at least 2 citations and providing reference(s) in APA style (1 pt.).

**Group Work (70 %; based on 10 pt. scale)**

The whole group submission on the “problem story” is marked out of a total of 10 points:

* + Content submitted by the deadline and in the appropriate location (1 pt.)
  + Position is clear and well supported (1 pt. for position; 3 pts. for evidence, examples, etc. = 4 pts.)
  + Provided items (no more than 3) specific group would like professor to speak to or address in follow-up—questions they were left with, concerns, etc. (2 pts.)
  + At least 2 citations from the appropriate module section reading(s) (additional external citations or from other sections of course welcomed but not required) (1 pt.)
  + Citations approximated APA style & list of references provided in APA style (2 pts.)

**Team Member Assessment (20 %; based on average number of teammate points awarded)**

Each member of the team receives an individual email from professor with a chart similar the example below. Individual students copy and paste the chart into an email to be sent to the professor. Students use it to allocate a total of 60 points to their 3 other team members based on their preparedness and their contributions to the group (this excludes the student submitting the form; that name is struck out; see example below). Individual students email the professor the completed form. The average of the point allotments awarded by teammates will determine the points/percentage each individual student receives as the overall mark for this assignment. The professor kept track of the tally across the semester in an Excel spreadsheet across the semester.

* + **THE RULES:** 
    - **Students cannot award themselves points.**
    - **Students may not parse the points evenly (i.e. 20 per person).**
    - **Students must ensure the total points you allocated add up to 60.**

**Sample Teammate Point Allocation chart:**

|  |  |
| --- | --- |
| **TEAM MATE POINT ALLOCATIONS:**  **Assignment Name Here** | |
| Team Member | Points |
| ~~Your Name Here~~ |  |
| Sally Teammate Lastname | 10 |
| Navid Teammate Lastname | 30 |
| Alexis Teammate Lastname | 20 |
| **Total Points Awarded (should = 60)** | 60 |